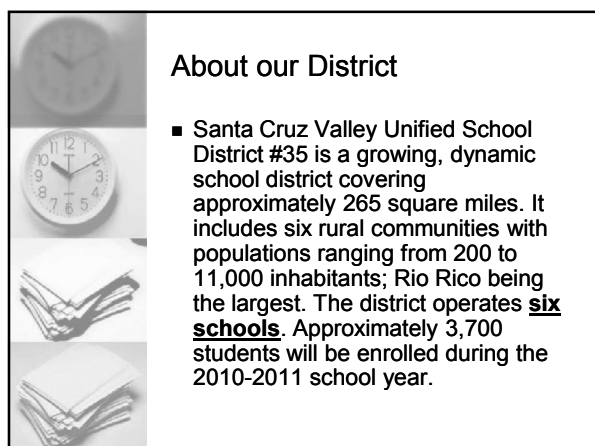



Presenters

- **Melisa Lunderville:** Special Education Manager
- **Megan Reynolds:** Transition Specialist
- **Sarah Lopez:** Special Education HS Team Leader
- **Sal Ceballos:** Special Education Teacher



About our District

- **Santa Cruz Valley Unified School District #35** is a growing, dynamic school district covering approximately 265 square miles. It includes six rural communities with populations ranging from 200 to 11,000 inhabitants; Rio Rico being the largest. The district operates **six schools**. Approximately 3,700 students will be enrolled during the 2010-2011 school year.




RRHS Transition Program

Objective:

To prepare students to function successfully and independently at home, the workplace, the community and school by providing students with a number of services and activities that support an active and authenticated pursuit of post-secondary goals.


Participants:

The majority of students participate in the transition program during their Junior and/or Senior year. Preparation for the program begins Freshman.




Roles

STUDENTS	TEACHERS
<ul style="list-style-type: none"> Identify postsecondary goals in the areas of <ul style="list-style-type: none"> -employment -education -living options Students create <ul style="list-style-type: none"> -self-portrait -career plan -PowerPoint portfolio Participate in services, activities and instruction related to postsecondary goals 	<ul style="list-style-type: none"> Guide students in identifying post-secondary goals Provide services, activities and instruction that support post-secondary goals.



Four Areas of Concentration

- Self-Awareness
- Career Awareness
- Financial Awareness
- Workplace Readiness




Step 1

Self Portrait

(Self-Awareness)


- In order to assist our students in selecting an achievable and realistic post-secondary employment goal, students create a self-portrait. This feature of our program was influenced by the curriculum *Merging Two Worlds*
- Students use assessments and guided questions to help complete their portrait.



Self-Portrait Assessments


(self-awareness/career awareness)

- A series of surveys, inventories, and assessments are administered in order to measure students' interests, strengths, and preferences.
- Assessments include but are not limited to:
 - Brigance Employability Skills Inventory
 - Career Cluster Interest Inventory
 - Teacher made assessments
- Data results are shared with students to develop measurable post-secondary goals



Completed Self-Portrait

- A completed Self-Portrait includes the following information:
 - Personal Values
 - Work styles/Preferences
 - Strengths/Weaknesses
 - Projected Lifestyles
 - Challenges/Obstacles.
- Once portraits are complete, students research a compatible career field.




Step 2

Identify Post-Secondary Goals

(Career Awareness)

- Career field research includes the following information:
 - Available Jobs and Descriptions
 - Salary/Benefits
 - Education/Training Requirements
- Students narrow their interest to a particular job within the career field. Students are then responsible for identifying a measurable post-secondary employment goal.
- Based on their employment goals students proceed to identify a measurable post-secondary education goal.




Step 3

Career Plan

(Career Awareness)


- Students must create realistic career plan for pursuing their post-secondary goals. Plans must include the following information:
 - Job Description
 - Required Skills
 - Training/Education Requirements
 - College/Trade School Entrance and Tuition Requirements
 - Remuneration
 - Career Exploration Activities/Services
 - Benchmark Goals



Follow Through

Services and Activities


- Transition specialist works with students to identify services and activities that support career plans.
- Services and activities that are currently offered through our transition program include:
 - Transition 101
 - School Coffee Shop
 - Work Study Program
 - Job Shadows
 - Guest Speakers/Interviews
 - College/Trade School Field Trips



Transition 101-Classroom Simulations

(Financial Awareness/Workplace Readiness)


- Students are assigned a job/career based on their post-secondary goals.
- Students receive bi-weekly paychecks based on the average salary of their career/job choice.
- A mock bank, grocery store and post office are all located within the classroom.
- Students have several simulated banking and budgeting responsibilities.



Transition 101-Budgeting and Banking Responsibilities

(financial awareness)


- Complete a checking account application, maintain and manage an account; and record all transactions in a check register.
- Budget expenses including rent, car payments, utilities and groceries.
- Select an apartment; complete an application, and sign a lease.
- Select a car; apply for a loan, and purchase automobile insurance.
- Shop for groceries in the mock grocery store using coupons and a list.
- Check mailbox daily; pay bills using checks; and send all payments through the mail.



Helpful Hawks Coffee Shop

(Financial Awareness/Workplace Readiness)


- The school's coffee shop is opened Monday-Friday 7 AM to 9:30 AM. Although students are supervised, they are responsible for carrying out all operations.
- Responsibilities include:
 - Opening/Closing
 - Maintaining Equipment
 - Managing Sales (taking orders, deliveries, register)
 - Completing Inventory
 - Making Deposits and Withdrawals
 - Maintaining and Managing Accounts
 - Completing Purchase orders



Work Study/Job Shadow Program


(Work Place Readiness)

- Following the ADE Work-Based Learning Resource Guide, we have developed an effective job shadow and work study program.
- The Program Includes:
 - Community Partnerships
 - Workplace Guidelines/Regulations
 - Student/Supervisor Questionnaires
 - Evaluations
 - Reflections




Work Study

- Twice a week some students work at the local grocery store.
- Responsibilities include:
 - Organizing produce
 - Stocking shelves
 - Taking inventory
 - Bagging groceries




Job Shadow

- While it is not always possible to place our students at sites that match their exact job interest. We focus on placing our students at businesses that require many of the same skills as their job interest.
- Sites include:
 - Auto-mechanic shop
 - Bank
 - Dental Clinic
 - Resort
 - Restaurant
 - Veterinary Clinic



Guest Speakers


- ADE Work-Based Learning Resource Guide provides a set of guidelines for inviting guest speakers. These guidelines ensure speaker and student accountability.
- Find individuals who can speak about a career field and not just a specific job.



College/Trade School Field Trips

Many of our students will be the first members in their family to graduate high school and attend a college or a trade school. This can be very intimidating for both students and parents. The following services or activities can help students and parents feel more comfortable and confident about the entire process:





- Organized field trips to local colleges and trade school
- Arranged visit to the school's Department of Disabled Student Resources
- Arranged times to complete placement tests
- Arranged tours of the campuses
- Help students with college/trade school applications
- Help students complete FAFSA information



Step 4





PowerPoint Portfolio

- At the end of the program, students present a portfolio of work and experiences to members of the SCVUSD Board of Education, our Special Education Manager, RRHS Administration and other faculty members. Parents are encouraged to attend.
- The portfolio must illustrate that the student has:
 - developed self-awareness, career awareness, financial awareness and workplace experience.
- The portfolio must also include:
 - Self-Portrait
 - Career-Plan
 - A list of experiences
 - A list of completed benchmark goals
 - A list of new benchmark goals
 - A reflection of their overall program experience

Resources

- ADE *Work-Based Learning Resource Guide*
- *Merging Two Worlds Curriculum* Available from ADE website

QUESTIONS

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